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ABSTRACT

Focusing on the Right to Read program in Arizona for the 1970s, sections in this pamphlet concern the national Right to Read effort, the history of Right to Read in Arizona, the reality of the reading crisis, specific activities comprising Arizona's program, the proposed plan of action, the twenty local education agencies identified as Arizona's first Right to Read sites, and the goal of involving all Arizona school districts in the Right to Read effort. An additional sheet lists sixteen criteria for excellence in reading programs. (JM)

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THE RIGHT TO READ IN ARIZONA

TARGET FOR THE 70's

ARIZONA
DEPARTMENT OF EDUCATION
W. P. SHOFSTALL, Ph.D., SUPERINTENDENT
M. J. LIVIX, PH.D., RIGHT TO READ COORDINATOR

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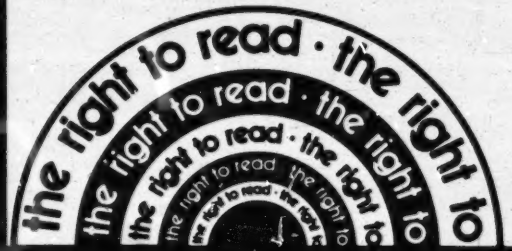
The National Right to Read Effort is a coordinated, action-oriented endeavor involving all segments of society, public and private, professional and non-professional, to insure that in the next decade *no American shall be denied full access to opportunities because of the inability to read.*



TARGET FOR THE 70's

Right to Read was initiated by former U.S. Commissioner of Education James E. Allen. It seeks to increase functional literacy so that by 1980, 99 percent of the people in the United States 16 years old, and 90 percent over 16, will possess the reading competencies required to function effectively and productively as adults in this society.

WHAT IS THE NATIONAL RIGHT TO READ EFFORT?

The State Board of Education and W. P. Shofstall, State Superintendent of Public Instruction, appointed an ad hoc committee in 1969 to generate a Right to Read Plan for the decade of the 70's. The Arizona Right to Read Commission was subsequently organized and charged with implementing the objectives formulated by the ad hoc committee.

The State Right to Read Commission has been active since its inception. Among its achievements are: creation of public awareness through various media, development of model performance objectives in reading, recommendations concerning reading legislation and certification, establishment of the Reading Service Cadre, allocation of incentive grants to Local Education Agencies/Right to Read library projects, and recommendations for the improvement of reading instruction.

Officially designated a Right to Read State in 1973, Arizona has made an official commitment to implement the USOE-developed Right to Read Plan of Action.

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WHAT IS THE HISTORY OF RIGHT TO READ IN ARIZONA?

In 1970, the National School Public Relations Association's publication, Reading Crisis: The Problem and Suggested Solutions, reported these statistics concerning reading problems nationally:

- one in four students nationwide has a reading deficiency,
- more than three million illiterates are in the nation's adult population.
- about one-half of the unemployed youth, ages 16-21, are functionally illiterate.

One can assume that Arizona's population reflects these national statistics. Arizona is unique among the contiguous states in that it has the largest Indian population, a high percentage of migrants, Mexican-Americans, and resident aliens. In Arizona, individuals 16 years and older constitute 1,196,727 of the total population. Of these, 383,873 have not completed high school, 227,343 have less than a ninth grade education, and 22,627 have had no schooling whatsoever.

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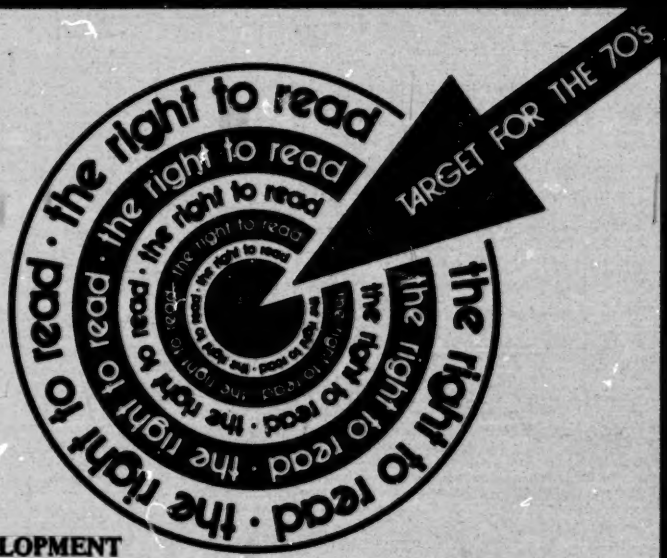
IS THERE REALLY A READING CRISIS?

The Arizona Right to Read Plan of Action charts the direction for implementing an action-oriented, unified attack on illiteracy. The State Department of Education's role is to coordinate and provide impetus for the achievement of this goal in Arizona. A State Right to Read Office has been established and charged with this task. However, it is recognized that *leadership at the local level is the key to success* in achieving the ultimate goal. Thus the first phase of the program is implementation of specific activities which involve local participation. There are five components comprising this phase of Arizona's State Plan:



PROGRAM PLANNING

STAFF DEVELOPMENT

DISSEMINATION

IDENTIFYING EXEMPLARY PROGRAMS

EVALUATION

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WHAT ARE WE DOING ABOUT THE PROBLEM?

PROGRAM PLANNING

- Provide materials and inservice for Right to Read Directors in conducting local Right to Read Needs Assessment/Program Planning.
- Gather an information base for future program planning.

DISSEMINATION

- Establish and implement a statewide system for dissemination to LEA's concerning effective staff development activities and Right to Read information and materials.
- Provide regular news coverage.
- Sponsor conferences: one State, three regional, in cooperation with professional organizations where appropriate; host the national CCSSO Right to Read Conference.

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EXEMPLARY PROGRAMS

- Identify outstanding/promising and effective reading programs and practices in Arizona and disseminate information concerning them.

EVALUATION

- Evaluate the Arizona Right to Read Effort's achievement of project objectives.

STAFF DEVELOPMENT

- Conduct an inservice training program for LEA reading directors.
- Provide technical assistance to LEA's for as long as is necessary to build a quality reading program in accordance with each LEA's needs and resources.

THE ARIZONA RIGHT TO READ PLAN OF ACTION

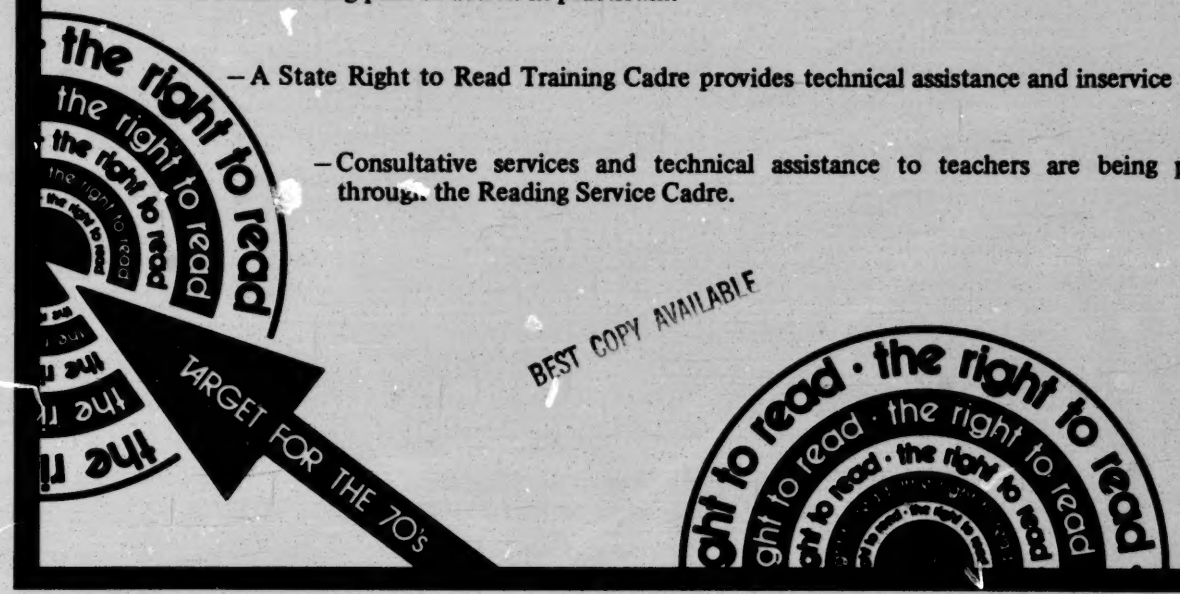
ARIZONA R_2R SITES

- Twenty local education agencies have been identified as Arizona's first Right to Read sites (Phase I). These LEA's have made the commitment that a local Right to Read Director will be appointed, that reading will be a priority, that a local Right to Read Advisory Council will be established, that the Right to Read Director will participate in staff development activities, and that a local Plan of Action will be developed and implemented.

- The state office of Arizona Right to Read is providing inservice training for the selected LEA reading directors, focusing upon management skills, program development, and the development of a local reading plan of action in practicum.

- A State Right to Read Training Cadre provides technical assistance and inservice training.

- Consultative services and technical assistance to teachers are being provided through the Reading Service Cadre.



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Once leadership has been identified, trained, and validated, then the next phase of the R2R program begins. This includes the selection of a larger group of LEA's whose reading directors receive similar training via the expanded training cadre. The ultimate goal is *to involve all remaining school districts in the State in active participation in Right to Read*, a concentrated attack on illiteracy in Arizona.

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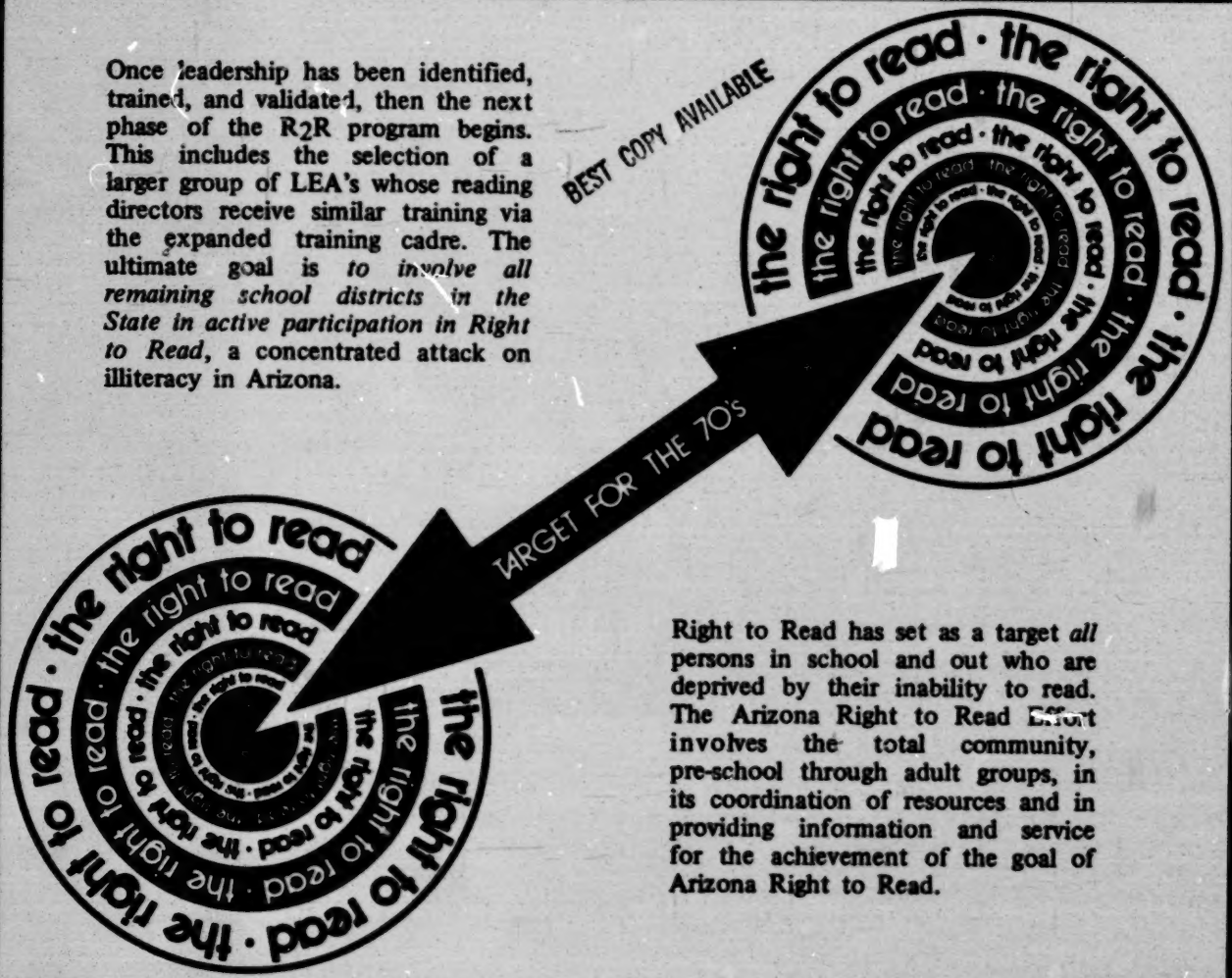

Right to Read has set as a target *all* persons in school and out who are deprived by their inability to read. The Arizona Right to Read Effort involves the total community, pre-school through adult groups, in its coordination of resources and in providing information and service for the achievement of the goal of Arizona Right to Read.

GOAL: TO INVOLVE ALL ARIZONA SCHOOL DISTRICTS IN THE RIGHT TO READ EFFORT

Arizona Right to Read
January 1974

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CRITERIA FOR EXCELLENCE
Reading Programs

1. The reading program is organized to provide for continuous progress learning and there is commitment to mastery learning.
2. The reading program accommodates varying instructional reading levels of all students, K-12, and takes into account the students' needs in terms of readiness, rate of learning, and special needs.
3. The reading program accommodates the varying needs of differing school populations.
4. The program provides diagnostic and prescriptive services with continuous reevaluation, K-12.
5. The reading program provides for gifted and high achieving students.
6. Commitment to the affective domain is a part of the reading program.
7. Accommodations are made in other curriculum areas for the varying reading levels.
8. An information retrieval system is maintained and utilized.
9. Library resources are provided and available for use.
10. The program provides for continuous internal monitoring and continuous evaluations of the total reading program.
11. Teachers and administrators work together in establishing a sound reading program and implementation process and there is demonstrated support of the reading program.
12. The program provides for in-service training and professional growth to all teachers, K-12, to improve their knowledge and proficiency in reading.
13. Provisions are made in the community for preschool education.
14. Provisions are made in the community for adult education in the area of developmental reading.
15. Each school's reading program has established a component of continuity within the district reading program with regard to sequence of skills and management of student data.
16. The reading program is defined, published, and available to the community.

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